



**General Certificate of Secondary Education  
2022**

---

**Gaeilge**

**Páipéar 1  
Léitheoireacht**

**[G9574]**

**TUESDAY 14 JUNE, MORNING  
DÉ MÁIRT 14 MEITHEAMH, MAIDIN**

---

**SCÉIM  
MARCÁLA**

## General Marking Instructions

### Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

### Assessment Objectives

Below are the assessment objectives for Gaeilge:

AO	Objectives
AO1	<b>Listening and Speaking</b> <ul style="list-style-type: none"><li>• Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences.</li><li>• Listen and respond to speakers' ideas and perspectives.</li><li>• Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together.</li><li>• Undertake and sustain different roles.</li><li>• Evaluate the impact of spoken language choices in their own and others' use.</li></ul>
AO2	<b>Reading</b> <ul style="list-style-type: none"><li>• Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.</li><li>• Develop and sustain interpretations of writers' ideas and perspectives.</li><li>• Explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and to engage and influence the reader.</li></ul>
AO3	<b>Writing</b> <ul style="list-style-type: none"><li>• Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.</li><li>• Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.</li><li>• Use a range of sentence structures for clarity, purpose and effect employing accurate spelling, punctuation and grammar.</li></ul> <p><b>At least one third of available credit for AO3 should be awarded for the use of a range of sentence structures for clarity, purpose and effect with accurate punctuation and spelling.</b></p>

### **Quality of candidates' responses**

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### **Flexibility in marking**

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### **Positive marking**

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### **Awarding zero marks**

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### **Types of mark schemes**

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. This is achieved through a four-band mark scheme which includes a zero.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### **Levels of response**

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.
- **Quality of written communication:** Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

**COVID-19 Context**

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

- 1 (a) Ag úsáid an eolais sa tsliocht, aimsigh cúig phíosa eolais a chuireann síos ar stádas an chorpoideachais i scoileanna, de réir an scríbhneora.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frásaí gairide nó abairtí gairide a úsáid chun freagraí a thabhairt.

To address this question candidates are required to read and understand texts, selecting material appropriate to purpose.

**In order for candidates to achieve up to five marks they need to reference relevant indicative content, which may include the following:**

- Ceann de na paradacsaí is mó ... ná an áit a bhíonn ag an spórt ar an tsiollabas meánscoile
- Déantar spórt sa mheánscoil. Sin fíric
- Snámh agus cluichí páirce cosúil le peil Ghaelach, iománaíocht, camógaíocht srl
- Déantar cleachtadh coirp agus cluichí a imrítear sa ghiomnásiam amhail cispheil, peil faoi dhíon, cúrsaí gleacaíochta srl
- Ach ní mar ábhar scrúdaithe a dhéantar iad.
- Is íontach go bhfuiltear tosaithe ar fhiontar chun
- áit a thabhairt don spórt agus don chorpoideachas i scoileanna

Additional relevant material, not included in the above indicative content, can be credited. [5]

AVAILABLE  
MARKS

- (b) Leis an eolas sa tsliocht, mínigh na tuairimí atá ag an scríbhneoir le dul i ngleic leis an fhadhb.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frásaí gairide nó abairtí gairide a úsáid chun freagraí a thabhairt.

**In order for candidates to achieve up to four marks in each section they need to reference relevant indicative content, which may include the following:**

- nósanna na n-ollscoileanna a úsáid
- ní thuigeann an scríbhneoir au leisce a bhí ar an Roinn Oideachais
- gan áit lárnach a thabhairt don spórt ar an churaclam
- mothaíonn sé nach bhfuil ach bealach amháin chun é a dhéanamh
- é a áireamh mar ábhar oifigiúil scoile
- infheistíocht cheart a chur ar fáil le háiseanna spóirt a thógáil

For each way:

**Award [0]** for a response not worthy of credit.

**Award [1]–[2]** for a brief statement about how the writer succeeds in offering opinions to tackle the problem by referencing some relevant language content related to the issue.

**Award [3]–[4]** for a comprehensive explanation about how the writer succeeds in offering opinions to tackle the problem by comprehensively referencing some relevant language content related to the issue.

Additional relevant information, not included in the above indicative content, can be credited.

(2 × [4])

[8]

AVAILABLE  
MARKS

- (c) Míneigh trí dhóigh a ndéanann an t-údar iarracht tionchar a imirt ar an léitheoir maidir le buntáistí an spóirt.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frásaí gairide nó abairtí gairide a úsáid chun freagraí a thabhairt.

**In order for candidates to achieve up to six marks in total they need to reference relevant indicative content, which may include the following:**

- Tuigeanann an saol mór is a mháthair go bhfuil i bhfad níos mó i gceist le spóirt ná spóirt
- Mar a deir an seanfhocal 'Is fearr an tsláinte ná na táinte'
- Is cinnte go gcaithfidh siollabas an chorpoideachais freastal ar fhadhb mhór an mhurtaill
- Ar fhadhb an bhia ghasa, ar fhadhb an óil agus na ndrugaí i measc na n-óg
- Béim mhór a leagan ar aistí bia a bheith sláintiúil, ar nósanna sláintiúla beatha
- Ar chleachtadh rialta coirp agus ar stíl shláintiúil mhaireachtála

For each way:

**Award [0]** for a response not worthy of credit.

**Award [1]** for a brief statement about how the writer succeeds in influencing the reader regarding the advantages of sport. There may be limited appropriate references to language style.

**Award [2]** for a comprehensive explanation about how the writer succeeds in influencing the reader regarding the advantages of sport. There will be appropriate and detailed referencing to language style.

Additional relevant information, not included in the above indicative content, can be credited.

(2 × [3])

[6]

AVAILABLE  
MARKS

- (d) Bain úsáid as focail agus frásaí ón tsliocht le míniú a thabhairt ar cheithre dhóigh ar éirigh leis an údar a chur in iúl don léitheoir go bhfuil fadhbanna le sárú.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frásaí gairide nó abairtí gairide a úsáid chun freagraí a thabhairt.

**In order for candidates to achieve up to eight marks in total they need to reference relevant indicative content, which may include the following:**

- Tá sé go hiontach go bhfuiltear tosaithe ar an fhiontar seo corpoideachas mar ábhar scoile
- Chun áit a thabhairt don spórt agus don chorpoideachas i scoileanna dara leibhéal
- Ach tá go leor fadhbanna le sárú fós
- Tá scoileanna áirithe a bhfuil áiseanna spóirt agus siamsaíochta den scoth acu
- Cinn eile nach bhfuil áiseanna chomh maith sin acu
- Agus cinn eile fós nach bhfuil faic na fríde acu
- Cé is moite de halla beag fuar ar chúl na scoile a úsáidtear mar sheomra tionóil ar maidin, mar cheaintín ag am lóin
- Agus mar ghiomnáisiam um thráthnóna
- Ní mór infheistíocht cheart a chur ar fáil

For each way:

**Award [0]** for a response not worthy of credit.

**Award [1]** for a brief statement about how the writer succeeds in presenting problems to be overcome. There may be limited appropriate references to language style.

**Award [2]** for a comprehensive explanation about how the writer succeeds in presenting problems to be overcome. There will be appropriate and detailed referencing to language style.

Additional relevant information, not included in the above indicative content, can be credited.

(2 × [4])

[8]

27

AVAILABLE  
MARKS



**2 Úsáid an t-iatán, “Léirmheas ar an Scannán *Black ’47*”, chun na ceisteanna a leanas a fhreagairt.**

- (a) Scríobhadh an t-alt le léirmheas a thabhairt ar an chéad scannán Éireannach faoin Ghorta Mhór a tharla sa tír seo sa bhliain 1847. Léirigh tagairtí atá le feiceáil san iatán, focail, frásaí nó abairtí, a chuireann in iúl iarmhairtí an Ghorta Mhóir ag an am sin.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frásaí gairide nó abairtí gairide a úsáid chun freagraí a thabhairt.

**Answers may include the following:**

- (i) Níl aon dabht ach go raibh 1847 ar an bhliain is measa i stair na hÉireann. Luaitear an drochbhail a cuireadh ar a mhuintir agus ar a chomharsana. Tá an tírdhreach tréigthe agus níos measa fós, tá gach mac máthar imithe. Fuair siad bás den ocras nó den aicíd. Cuirtear tionóntaí amach ar thaobh an bhóthair....

In order for candidates to achieve up to four marks in total they need to reference relevant indicative content, which may include the following:

**Award [0]** for a response not worthy of credit.

**Award [1] – [2]** for limited references identifying the consequences of the Famine.

**Award [3] – [4]** for appropriate references made including words/phrases/sentences that identify the consequences of the Famine.

Additional relevant information, not included in the above indicative content, can be credited.

[4]

AVAILABLE  
MARKS

Aimsigh tionchar an scríbhneora sa téacs a léiríonn a bharúil maidir le húsáid na Gaeilge mar theanga bheo sa scannán seo.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frásaí gairide nó abairtí gairide a úsáid chun freagraí a thabhairt.

**Answers may include the following:**

- (ii) Is fiú Diarmuid de Faoite agus Peadar Cox a lua mar sheas siad amach mar an t-aon bheirt aisteoirí a bhfuil Gaeilge mhaith acu i scannán a bhfuil go leor de i nGaeilge. An fhadhb is mó a bhaineann le *Black '47*, áfach, ná Frecheville. Ní leis an aisteoir féin, ach an cinneadh chun formhór a línte a chur i nGaeilge. Is léir nach bhfuil tuairim aige cad é atá sé a rá. Ba chóir a cheart a thabhairt don stiúrthóir maidir le stádas na Gaeilge fosta.

In order for candidates to achieve 4 marks they should reference, in the form of a sentence, relevant indicative content which may include the following:

**Award [0]** for a response not worthy of credit.

**Award [1] – [2]** for a basic understanding of selected text, which offers some evidence of the use of Irish as a living language in this film.

**Award [3] – [4]** for a comprehensive knowledge of appropriately selected texts, which clearly offers evidence of the use of Irish as a living language in this film.

Additional relevant information, not included in the above indicative content, can be credited.

[4]

AVAILABLE  
MARKS

**(b) Úsáid an t-iatán, “Léirmheas ar an Scannán *Black ’47*”, chun an cheist seo a leanas a fhreagairt.**

AVAILABLE  
MARKS

Scríobh alt a chuireann síos ar an dóigh a mbaineann údar an tsleachta úsáid as teanga le dul i bhfeidhm ort agus é ag cur síos ar na buanna agus na laigí a bhaineann leis an scannán *Black ’47*.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frásaí gairide nó abairtí gairide a úsáid chun freagraí a thabhairt.

**In order for candidates to achieve 15 marks they should reference relevant indicative content which may include the following:**

Cuireann an t-údar in iúl dúinn go bhfuil idir bhuanna agus laigí le feiceáil sa scannán. Molann sé an stiúrthóir maidir leo seo: stádas na Gaeilge, aicsean láidir, cineamatagrafaíocht agus aisteoireacht. Úsáidtear teanga dhearfach cosúil le ‘thar barr, an-éifeachtach, an-tábhachtach’.

Cuireann sé síos go héifeachtach ar an dóigh a dtéann tionchar an Ghorta Mhóir i bhfeidhm ar shaoránaigh na tíre. Tugtar dúinn cur síos lom ar iarmhairtí an Ghorta. Luaitear an drochbhail a cuireadh ar na daoine. Tá gach mac máthar imithe. Fuair siad bás den ocra nó den aicíd. Úsáidtear nathanna cainte le tábhacht na teanga a léiriú; mar shampla, ‘níos measa fós, is olc agus is brónach an scéal é, ní cúis iontais ar bith é, ní chuirtear fiacail sa léiriú a dhéantar’. Baintear an-úsáid as íomhánna ón scannán chun aird an léitheora a mhealladh. Is íomhánna dorcha truamhéalacha iad a léiríonn go soiléir iarmhairtí an Ghorta in Éirinn sa tréimhse sin.

Baintear úsáid as an fhocal ‘tréigthe’ chun cur síos diúltach a dhéanamh ar an cheantar. Luaitear fulaingt agus radhairc thruamhéalacha chun dul i bhfeidhm ar mhothúcháin an léitheora. Déantar iarracht léargas iontach a thabhairt don lucht féachana ar ‘ainnise agus uafás na tréimhse’. Is léir ón teanga a úsáidtear sa tsliocht an dóigh a mothaíonn an t-údar, ‘Idir aicsean láidir agus radhairc thruamhéalacha is olc agus is brónach an scéal é.’ Tugann sé ar an léitheoir machnamh a dhéanamh ar an tréimhse seo in Éirinn. Is léir go n-aontaíonn an t-údar le húsáid na Gaeilge sa scannán freisin. Déantar tagairt don tábhacht a bhaineann léi chomh maith, ‘Is rud an-tábhachtach í an Ghaeilge mar úsáidtear í chun idirdhealú a dhéanamh idir na daoine a bhí ag fulaingt agus na daoine a bhí ag baint tairbhe as an Ghorta.’ Ach léirítear roinnt laigí ann chomh maith. Cáineann an t-údar an Ghaeilge atá ag an phríomhaisteoir, ‘Is léir nach bhfuil tuairim aige cad é atá sé a rá.’ Ar a bharr sin, ní sárshaothar scannánaíochta é. ‘Tá lúb nó dhó ar lár sa phlota,’ a deir sé. Fosta léirítear nach raibh buiséad an-mhór ann go háirithe sna radhairc throda.

Additional relevant information, not included in the above indicative content, can be credited. [15]

The following mark scheme should be applied to award an overall appropriate mark for this element.

Bands		Marks
3	The candidate effectively identifies the aims employed by the writer with ease. They clearly understand the approach of the writer and the linguistic devices engaged. They are clearly able to use the indicative content and show how this was employed by the writer to influence the reader. They are able to select clear examples from the article and link them to valid insights. Their understanding of the text is clear allowing them to explore how the language register impacts on the reader.	[11]–[15]
2	The candidate identifies the aims employed by the writer with some difficulty. They understand some of the writer’s approaches and some of the linguistic devices engaged. They are able to use the indicative content and, at times, show how this was employed by the writer to influence the reader. They are able to select some examples from the article but find it difficult to link them to valid insights. Their understanding of the text is fairly clear allowing them to explore, to some degree, how the language register impacts on the reader.	[6]–[10]
1	The candidate identifies few, if any, aims employed by the writer. They have little understanding of the writer’s approaches and few of the linguistic devices engaged. They are able to use only some, if any, of the indicative content but have difficulty in showing how this was employed by the writer to influence the reader. They are able to select very few examples from the article and find it difficult to link them to valid insights. Their understanding of the text is poor which inhibits their ability to explore how the language register impacts on the reader.	[1]–[5]

Marks available [15]

23

AVAILABLE  
MARKS

3

Thousands of school pupils took part in demonstrations throughout the country today demanding the government acts immediately regarding climate change.
Group representatives from unions, from religious organisations and from environmental action organisations took part in the protests as well, which were part of international events organised by pupils in countries throughout the world.
The young climate activist from Sweden Greta Thunberg was at the front of the parade in New York, where there will be a meeting of the leaders of the United Nations next Monday. It was Greta Thunberg who established this latest movement.
Plenty of pupils didn't go to school today as they are 'on strike' for the sake of the world. In Dublin, school children gathered at The Custom House – headquarters of the Department of the Environment – and they walked as far as Government Buildings on Merrion St.
Office workers in buildings were greeting the young demonstrators and supporting them as well. The pupils are asking the Government to put significant changes in place immediately to tackle climate change.

AVAILABLE  
MARKS

Examiners should mark the passage holistically using the criteria below to allocate a band and then an appropriate overall mark out of 10.

<b>Bands</b>	<b>Marking Criteria</b>	<b>Marks</b>
<b>4</b>	The candidate clearly understands the text, effectively using and adapting forms and selects vocabulary appropriately to purpose. They select appropriate comparisons in the text accurately. They can sustain the writer's interpretations and perspectives. The candidate has a very good command of idiom and clearly and effectively displays a very good command of the target language.	<b>[8]–[10]</b>
<b>3</b>	The candidate understands the text, effectively using and adapting forms and can select some vocabulary appropriately to purpose. They select appropriate comparisons in the text accurately. They can sustain most of the writer's interpretations and perspectives. The candidate has a good command of idiom and displays a good command of the target language.	<b>[5]–[7]</b>
<b>2</b>	The candidate understands most of the text but has a difficulty in using this effectively. There are few occasions when they adapt forms and they have a difficulty in selecting vocabulary appropriate to purpose. They find it difficult to select appropriate comparisons in the text. The candidate has a basic command of idiom and displays a poor command of the target language.	<b>[3]–[4]</b>
<b>1</b>	The candidate understands very little of the text and has a difficulty in using this in any meaningful manner. They have a poor command of idiom and displays a meagre command of the target language.	<b>[1]–[2]</b>
<b>0</b>	No meaningful communication.	<b>[0]</b>

[10]

**Total**

**AVAILABLE  
MARKS**

10

**60**